

NORTH LINCOLNSHIRE COUNCIL

**PEOPLE
CABINET MEMBER**

OFSTED INSPECTIONS OF NORTH LINCOLNSHIRE SCHOOLS

1.1 OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following schools: St Martin's C of E Primary, Invenio Academy and Crosby Primary
- 1.2 The schools were inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the report is available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 There is no background information attached to this report.

3. OPTIONS FOR CONSIDERATION

- 3.1 **St Martin's CofE Primary** was inspected by Ofsted on 20 and 21 of March 2012.

The overall effectiveness of the school was judged to be **good** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 18 December 2008 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

Improve the quality of teaching so that pupils' attainment in mathematics at least matches the above average attainment in English by ensuring that:

- pupils of all abilities are challenged appropriately in every lesson
- pupils have more opportunities to discuss their learning, assess their progress and understand how well they are achieving
- teaching assistants are deployed to maximum effect in all lessons.

Ensure that the lower-attaining readers in Key Stage 2 have the help they need to tackle unfamiliar words more confidently.

3.2 Invenio Academy was inspected by Ofsted on 30 April and 1 May 2012.

The overall effectiveness of the school was judged to be **satisfactory** against the evaluation schedule introduced on 1 January 2012.

The predecessor school had been inspected on 20 September 2007 under a former evaluation schedule when it was judged to be good.

Key issues for improvement from the latest inspection

Improve the consistency and quality of teaching across the academy to be at least good by:

- increasing the opportunities for students to be actively involved in their own learning through discussions, debates and problem-solving in teams
- asking students questions that are challenging, thought-provoking, and require students to answer in full sentences
- ensuring teaching assistants encourage students to solve their own problems rather than over-support them
- ensuring all students maintain pace in their learning when working independently in the open areas.

Raise achievement in English to be at least good by:

- accelerating progress in reading for students whose attainment is below age-related expectations
- ensuring every opportunity is taken to develop reading, writing, listening and speaking skills across all areas of the curriculum.

3.3 Crosby Primary was inspected by Ofsted on 1 and 2 May 2012.

The overall effectiveness of the school was judged to be **satisfactory** against the evaluation schedule introduced on 1 January 2012.

The school had previously been inspected on 14 November 2008 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

Raise attainment in reading, writing and mathematics in particular by ensuring that:

- girls engage more successfully in their mathematics lessons
- gaps in pupils' learning in Key Stage 2 are closed more effectively
- the help and support provided to promote the learning of disabled pupils and those with special educational needs are more effective.

Build upon the improvements already made to teaching by:

- ensuring that teachers provide more frequent opportunities for pupils to apply their basic skills across a variety of subjects
- ensuring that the pace of learning is brisk for all pupils
- promoting more frequent use of ICT to enhance and aid learning.

3.4 The school inspection judgements to date are

| | Outstanding | Good | Satisfactory | Inadequate | Number of schools inspected | Good or better |
|-----------------|-------------|----------|--------------|------------|-----------------------------|----------------|
| Primary | (5) 8% | (39) 60% | (21) 32% | (0) 0% | 65 | 68% |
| Secondary | (0) 0% | (6) 46% | (5) 38% | (2) 15% | 13 | 46% |
| Special schools | (1) 50% | (1) 0% | (0) 50% | (0) 0% | 2 | 50% |
| PRUs | (1) 50% | (1) 50% | (0) 0% | (0) 0% | 2 | 100% |

4. ANALYSIS OF OPTIONS

4.1 The Cabinet Member may wish to write to Head teacher regarding the outcomes of their inspection.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

5.1 Financial

5.1.1 There are no financial implications.

5.2 Staffing

5.2.1 There are no staffing implications.

5.3 Statutory

5.3.1 There are no statutory implications.

5.4 IT

5.4.1 There are no statutory implications.

6. **OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)**

6.1 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

6.2 Environmental and Other

6.2.1 There are no environmental implications.

7. **OUTCOMES OF CONSULTATION**

N/A

8. **RECOMMENDATIONS**

8.1 The Cabinet Member will write and make suitable comments to the schools on reports.

DIRECTOR OF PEOPLE

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Background Papers used in the preparation of this report

Ofsted published report

Appendix

What inspection judgements mean: Overall Effectiveness criteria from 1 January 2012.

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | <p>The school's practice consistently reflects the highest aspirations for pupils and expectations of staff. It ensures that best practice is spread effectively in a drive for continuous improvement. Teaching is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Other principal aspects of the school's work are good or outstanding. The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community. Consequently, pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.</p> |
| Grade 2 | Good | <p>The school takes effective action to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement is at least good. Leadership and management play a significant role in this and are good overall. Behaviour and safety are strong features. Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education, training or employment.</p> |
| Grade 3 | Satisfactory | <p>Achievement, behaviour and safety, the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice. In addition, the school takes reasonable steps to promote pupils' spiritual, moral, social and cultural development, enabling them to develop the skills and personal qualities needed to work together in a generally cohesive learning community. As a result, pupils and groups of pupils have a generally positive experience at school and are not disadvantaged as they move to the next stage of their education, training or employment.</p> |
| Grade 4 | Inadequate | <p>Overall effectiveness is likely to be inadequate¹ if any of the following apply.</p> <ul style="list-style-type: none">■ Achievement is inadequate.■ Quality of teaching is inadequate.■ Behaviour and safety are inadequate.■ Leadership and management are inadequate. <p>There are important weaknesses in the school's promotion of pupils' spiritual, moral, social and cultural development, resulting in a poor climate for learning and an incohesive school community where pupils or groups of pupils are unable to thrive.</p> |